

Integrity Reinforcement Management in Madrasah Tsanawiyah Negeri (MTsN) 2 Tasikmalaya

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Abstract

Integrity is one character instilled into the participants of Character Education Reinforcement (Penguatan Pendidikan Karakter-PPK) policies, as mentioned in the Government Regulation Number 87 of 2017. The research revealed integrity reinforcement management in MTsN 2 Tasikmalaya. The present study employed a descriptive qualitative approach with observation, interview, and documentation to collect the data. The results showed that the management of integrity character education in MTsN included several activities. (1) Planning, conducted by the stakeholder representatives to discuss the intra-curricular activities (learning), co-curricular (enrichment), extracurricular, and counseling. (2) Organizing, conducted by the principal, committee, teachers, and staff of the madrasah. (3) Implementing the activities, treating the civic education subject as the leading sector for implementing integrity reinforcement. (4) Monitoring by the principal, vice-principal in charge of the students, and civic education and counseling teachers. The management success was supported by the surrounding environments of the madrasah, teachers, and staff (internal) and parents and society (external). Meanwhile, the program faced some obstacles from the social media and the social environment of the learners. The findings imply the need for good cooperation between the madrasah, parents, and society. Monitoring the social media and the social interaction among learners become the concerns of the stakeholders.

Keywords: Management, Character Education Reinforcement (PPK), Integrity

Abstrak

Integritas adalah salah satu karakter yang harus ditanamkan kepada peserta dalam kebijakan Penguatan Pendidikan Karakter (PPK) dalam PP No. 87 tahun 2017. Penelitian ini akan mengungkapkan bagaimana manajemen PPK integritas di MTs N 2 Tasikmalaya. Pendekatan penelitian ini adalah kualitatif-deskriptif dengan observasi, wawancara, dan dokumentasi dalam pengumpulan data. Hasil penelitian menunjukkan bahwa manajemen PPK Integritas di MTs N 2 meliputi: (1) perencanaan yang dilakukan oleh perwakilan stakeholders untuk membahas kegiatan intrakurikuler (pembelajaran), ko-kurikuler (pengayaan), ekstrakurikuler, dan bimbingan konseling (BK), (2) pengorganisasian kegiatan dilakukan oleh kepala madrasah, komite madrasah, pendidik

dan tenaga kependidikan, (3) pelaksanaan kegiatan dengan menjadikan mata pelajaran PKn sebagai leading sector pelaksanaan PPK integritas, dan (4) pengawasan kegiatan dilakukan oleh Kepala Madrasah, Wakil Kepala Madrasah bidang kesiswaan, guru PKn dan BK. Keberhasilan manajemen PPK integritas didukung oleh lingkungan madrasah, pendidik, dan tenaga kependidikan (internal) dan orangtua dan masyarakat (eksternal). Sedangkan yang menjadi penghambat adalah media sosial dan lingkungan pergaulan peserta didik. Temuan ini berimplikasi pada manajemen PPK integritas di madrasah perlu kerjasama yang baik antara madrasah, orangtua dan masyarakat. Pengawasan terhadap media sosial dan pergaulan peserta didik perlu menjadi perhatian bagi seluruh stakeholders.

Kata Kunci: *Manajemen, Penguatan Pendidikan Karakter (PPK), Integritas*

Introduction

Education in Indonesia is encountering a great challenge in shaping the learners' character. Indeed, the globalization era and the rapid advance of technology has facilitated everyone to access unlimited information. Unfortunately, the easiness has opened the possibility of teenager access information that are not intended for their age, such as moral deviation, brawls among schools, promiscuity, alcohols, gambling, violence, clubbing, and bullying.

At the moment, Indonesia is reiterating character education, which was known to have started since the Indonesian's independence, as mentioned in the 1945 Constitution paragraph 2, "to guide the people safely and well to the gate of the independence of the state of Indonesia which shall be independent, united, sovereign, just, and prosperous."¹ The country's founding fathers were aware that independence, unitary, sovereignty, justice, and prosperity would contribute to the country's dignity and honor.

Indonesia has established education based on the preambles of the 1945 Constitution to educate the people. Besides, it follows the Laws of National Education System year 2003², precisely paragraphs 1 of article 1. Education is the collective responsibility of the school, learners, and parents. Positive interaction among the three is required to actualize an effective education.³

¹ "The 1945 Constitution" (n.d.).

² "Laws Number 20 of 2003 regarding National Education" (n.d.).

³ Ministry of Education, *Penumbuhan Budi Pekerti*, 23 (Jakarta: Kemendikbud, 2015).

Hasibuan, in Badrudin, defined management as the science and art to regulate the process of utilizing human resources and other kinds of resources effectively and efficiently to achieve the goals. Besides, Sagala also mentioned that management is a human behavior system cooperating in implementing the duties and responsibilities under an organized leadership through continuous efforts based on rational action.⁴ Richard M. Hodgetts explained that management means the process that includes several activities, such as planning, organizing, decision-making, instructing, placement, directing, communicating, leading, and controlling.⁵ Those are all management functions used to achieve the organizational goals effectively and efficiently.⁶

Further, Muhibbin proposed two keys to be highlighted in the definition of education: maturity and moral responsibility. The former has become popular among educators, but they are effective within clear limitations. Mature means a person is reaching the *Akhlil baligh* or adult (regardless of age) or young but having the equal capabilities of older people.⁷

A person's maturity is not only observed from age. The same thing applies to moral responsibility. An indicator of maturity is observable in how a person overcomes a problem, the way of thinking, and social behavior. Education is all the school's influences on children and teenagers, shaping the skills and full awareness of the social duties and relations.⁸ Kirschenbum stated that human values could be seen from the behavior. The philosophers are more interested in distinguishing the values, such as the means values from the end values.⁹

The values are suitable with the government's character reinforcement in the Presidential Regulation Number 87 of 2017 regarding character reinforcement. One is integrity, which comprises modeling, honesty,

⁴ Badrudin, *Dasar-Dasar Manajemen* (Bandung: Alfabeta, 2015), 4.

⁵ Fuad N, *Manajemen Pendidikan Berbasis Masyarakat: Konsep Dan Strategi Implementasi* (Jakarta: PT. Raja Grafindo Persada, 2014).

⁶ H Baharun, "Manajemen Kinerja Dalam Meningkatkan Competitive Advantage Pada Lembaga Pendidikan Islam," *At-Tajdid: Jurnal Ilmu Tarbiyah* 5 (2), 2016: 245.

⁷ M Syah, *Psikologi Pendidikan* (Jakarta: PT. Remaja Rosdakarya, 2010).

⁸ R Mudyahardjo, *Pengantar Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2010).

⁹ S Wening, "Pembentukan Karakter Bangsa Melalui Pendidikan Nilai," *Jurnal Pendidikan Karakter* 2 (1), 2012: 57.

responsibility, anti-corruption, moral commitment, and love for the homeland.¹⁰

Each individual is expected to develop good character. In general, it is reflected in the person's behavior suitable with existing values, norms, and religious teachings. Epistemologically, the Indonesian word *karakter* is derived from the Latin words *kharakter*, *kharassein*, and *kharax*. In Greek, the word character came from the word *charassein*, which means sharpening and deepening. In English, it is called character and adapted to Indonesian into *karakter*.¹¹

Dalimunthe defined character education as a system that implements moral values to the learners through knowledge, awareness, or willingness. Learners can implement the characters to themselves, other learners, the surrounding, other people, and the country. Character education also presents in the learners' interaction with God Almighty, which allows them to develop noble characters. A familial atmosphere affects a child's personality development. Students are influenced by the family, especially how the parents educate them, their relationship with the learners, the condition at home, and the family economy condition.¹²

*Character is a psychological construct. That is, the outcome of effective character education is the psychological development of students. Character education targets a particular subset of child development, which we call character. Character is the composite of those psychological characteristics that impact the child's capacity and tendency to be an effective moral agent, i.e., to be socially and personally responsible, ethical, and self-managed.*¹³

Character education needs to be implemented in all education levels considering the current condition and situation. Moral degradation has trapped and led children to deviated behavior (negative behavior). Therefore,

¹⁰ "Peraturan Presiden No 87 Tentang Penguatan Pendidikan Karakter" (2017).

¹¹ H Gunawan, *Pendidikan Karakter* (Bandung: Alfabeta, 2017).

¹² M Kristiawan and Y Wulandari, "Strategi Sekolah dalam Penguatan Pendidikan Karakter Bagi Siswa dengan Memaksimalkan Peran Orang Tua," *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*, 2 (2), (2017): 291.

¹³ M.W. Berkowit and M.C. Bier, *What Works In Character Education: A Research-Driven Guide for Educators* (Washington: Character Education Partnership, 2005).

character education helps shape the morality and morals of younger generations, especially children and teenagers. This way, they will achieve the moral force contributing to shaping a good attitude and personality.¹⁴

Character education means processing the character values in the learning interaction to establish competence, willingness, and habits. The values become essential when they are inherent, and people apply them spontaneously. Character education has more profound meaning than moral education because it relates to right or wrong and habituates good things in life. Hence, children or learners develop their awareness, understanding, willingness, and commitment to implement the good things in their daily life.¹⁵

Integrity refers to the synergic interrelation of several elements, while self-integrity means the interconnection of various human's basic dimensions. The essential elements of dimensions include physical, social, and mental-spiritual aspects. Therefore, self-integrity refers to the synergic interconnection and mutual supports of human basic elements or dimensions that occur consistently and sustainably. Herb Shepherd, quoted by Gea, mentioned that self-integrity is the unity involving four values: perspective (spiritual), autonomy (mental), social interconnectedness, and tonus (physical). Meanwhile, George Sheehan elaborated self-integrity as a unity of four roles: good animal (physical), good craftsmanship (mental), a good friend (social), and pious man (spiritual). Apart from the different terms, both experts mentioned the crucial elements of a human being: physical, social, and mental-spiritual. The elements are the basic dimension of a human being.¹⁶

An individual is said to have integrity with several indicators. (a) The alignment of words and action. People whose words cannot be trusted do not have integrity. In Javanese, people with no integrity are called *mencla-mencle* or *esuk dele sore tempe* (fickle or erratic). (b) The person is not superficial,

¹⁴ A Suwito, "Integrasi Nilai Pendidikan Karakter ke dalam Mata Pelajaran Pendidikan Kewarganegaraan di Sekolah Melalui RPP," *Jurnal Ilmiah CIVIS* 2 (2), 2012.

¹⁵ E Mulyasa, *Manajemen Pendidikan Karakter* (Jakarta: Bumi Aksara, 2012).

¹⁶ A. A. Gea, "Integritas Diri: Keunggulan Pribadi Tangguh," *Character Building Journal* 3 (1), 2006: 17–18.

meaning that he does not hold a thousand faces, neither appear depending on the personal interest.¹⁷

In establishing a program, planning becomes crucial that further determines the program's effectiveness. Planning is the foreground providing the direction for implementing the activities to achieve the desired targets.¹⁸ Organizing means the activities to distribute tasks to the involved people in education. It is to determine who is accomplishing what tasks according to the organizational principles.¹⁹

Character education can be fully implemented through several strategies, as proposed by Sudrajat.²⁰ Those are teaching, modeling, reinforcing, and habituating. The strategies can be combined to implement effective character education. Teaching and habituating are carried out based on the program established by the school. Further, they are followed by reinforcing the strategy applied flexibly and spontaneously by rewarding the learners who show improvements based on the effective values and norms.²¹

In general, monitoring is related to controlling, guiding, and tracking the activities to maintain quality in its broad sense. Monitoring can be defined as one activity to know the personnel's behaviors within an educational organization. Besides, it is to know the progress of achieving the desired goals. Monitoring includes the checking of the plans, instructions, and principles.²²

Character education effectiveness depends on the teaching, modeling, reinforcing, and habituating, carried out simultaneously and continuously. The implementation's strategic approaches consist of three interconnected components: school (campus), family, and society.²³

¹⁷ J Heridiansyah and D. Sri Redjeki, "Memahami Sebuah Konsep Integritas," *Jurnal STIE Semarang* 5 (3), 2013.

¹⁸ N, *Manajemen Pendidikan Berbasis Masyarakat: Konsep dan Strategi Implementasi*.

¹⁹ S. Sagala, *Administrasi Pendidikan Kontemporer* (Bandung: Alfabeta, 2012), 215.

²⁰ A. Sudrajat, "Mengapa Pendidikan Karakter?," *Jurnal Pendidikan Karakter* 1 (1), 2011: 54.

²¹ U Khakiim, "Guru Sebagai Role Model Individu Berkarakter Bagi Peserta Didik untuk Mendukung Keberhasilan Pelaksanaan Pendidikan Karakter," *Karya Ilmiah Dosen* 3 (2), 2017.

²² Sagala, *Administrasi Pendidikan Kontemporer*.

²³ Sudrajat, "Mengapa Pendidikan Karakter?," 54.

Learners' character is shaped when the family, school, and peers provide the stimulus and positive or negative response to the development. Hence, it will result in their self-development.

Berkowitz & Bier mentioned in their book, "*Character education targets a particular subset of child development, which we call character. Character is the composite of those psychological characteristics that impact the child's capacity and tendency to be an effective moral agent, i.e., to be socially and personally responsible, ethical, and self-managed*".²⁴ Learners are prepared to be effective moral agents, allowing them to be socially and individually responsible. Besides, they will develop their ethics and personal management.

Learners' integrity character is aimed to adapt an individual to the nations' characters, such as honesty, reliability, commitment, and responsibility. Further, integrity lets learners value time and hold on to life principles. These will contribute to their quality after they graduate, which indirectly affects institutional quality.

The research employed a qualitative approach that emphasizes the quality or significant aspect of a good or service. The significant-good or service can take the form of an event/phenomena/social symptom. In other words, there is a point to take as a lesson for theoretical development. Qualitative research can be designed to contribute to theories, practices, policies, social problems, and actions.²⁵

The qualitative data is descriptive in written or spoken words obtained from the observed people or behavior. Qualitative research's primary data is words and actions, while others are treated as secondary data, such as documents.²⁶ Words and actions observable through the interview were noted and recorded. In the present study, the primary data were obtained through interviews with the madrasah's relevant members. The random sampling technique selected civic education teachers and the vice principal in charge of

²⁴ Berkowit and Bier, *What Works In Character Education: A Research- Driven Guide for Educators*.

²⁵ Djam'an Satori and Aan Komariah, *Metode Penelitian Kualitatif* (Bandung: Alfabeta, 2013).

²⁶ Lexi J. Moleong, *Metode Penelitian Kualitatif* (Bandung: PT. Remaja Rosdakarya, 2011).

the students as the key informants. Snowball process was also employed, where the key informants shared the information in the referral method and stopped as necessary.

The research was located in MTsN 2 Tasikmalaya, Pageragung street Number 29, Pageragung sub-district, Tasikmalaya Regency. The method used is descriptive, where the data were in the form of words and illustrations instead of numbers. Besides, all data were treated as the key information of the topic under study.²⁷ The data were collected through observation, interview, and documentation techniques.

Integrity Reinforcement Management

1. Planning

The planning of integrity reinforcement was conducted by all subject teachers, allowing them to work together in the character education policy. One of the subjects to strengthen integrity is through civic education. Integrity reinforcement needs support from all madrasah stakeholders, such as the committee, the teachers, staff, surrounding communities, and parents. They have different roles in the character education reinforcement. For example, the principal held an evaluation once a week to monitor the learners' progress, allowing them to observe the madrasah's updated situation.

Cooperation with parents posed a positive influence on the learners' development. Madrasah served as the facilitator between parents and learners. The cooperation means that the responsibility of shaping the learners' character fall to both parties.

The activities conducted around the madrasah aimed to internalize good characters. It will also contribute to the madrasah's good name. Civic education was the leading sector for learners to develop their integrity. Nevertheless, all subjects were given at school, and the stakeholders must instill character education in all learning activities.

²⁷ J. Moleong.

2. Organizing

Organizing is selecting the people to be responsible for the duties based on their competence. Character education reinforcement in MTsN 2 Tasikmalaya was organized into four activities: intra-curricular (learning), co-curricular (enrichment), extracurricular, and counseling. The stakeholders recommended that the learners implement *akhlakul karimah* (noble characters), especially honesty, modeling, responsibility, and commitment. All teachers were involved in the character education reinforcement through the intra-curricular activities. The values were inserted into the lesson plans.

Civic Education was one subject contributing to the integrity development. It provides learners with Pancasila values, helping them to achieve the desired characters. If the learners fail to understand the subjects' materials, they were included in the co-curricular program. In the enrichment program, learners are given tasks, such as writing a paper, visiting a particular place, or completing exercises.

Enrichment program trained the students to be responsible in the class, in that they have to be serious and hence they will not repeat the subject. Responsibility is reflected in the learners' comfort and ease during the learning process. The educators should apply fun and enjoyable methods to attract the students' interest.

Extracurricular activities became the learners' place to develop their talent and interest. The school provided seven extracurricular and one intra-curricular. Each organization has different characteristics that will strengthen the students with relevant interests or potentials. Extracurricular activities were carried out after school under the guidance of a coach. Meanwhile, intra-curricular activities are the organizational activities conducted during or after the teaching and learning process.

The Intra-School Student Organization (OSIS) is one organization popular among the students. Almost all students joining the organization develop good characters, and they stand out among others. The students who participated in the organization are usually more confident, disciplined, and more responsible than other students.

Other than the three activities, based on the Presidential Regulation Number 87 of 2017, MTsN 2 Tasikmalaya added a guidance and counseling service in the integrity character reinforcement program. It was held following the students' needs. The teachers conducted the session in every class, which is not theoretical. Instead, the activities included the sharing session between the teacher and the students. It is aimed to eliminate the boundary between them. This way, learners will be more open, comfortable, and safe to share their problems with the teacher.

Character reinforcement was conducted using four strategies: learning, modeling, reinforcing, and habituating. The strategies were implemented into the intra-curricular, co-curricular, extracurricular, and counseling services.

The teaching and learning process is effective from 07.00 to 14.00 Western Indonesian Time. All subjects should include character education in every meeting, integrating it into the material. It is necessary as the base to move to the next strategy. Characters need habituation. Learners are required to habituate themselves with good characters despite the challenges and difficulties they face at the beginning.

Character education reinforcement begins at home. Learners were familiarized with kissing their parents' hands before they left for studying. Politeness towards parents helps them manage their attitude later when they interact with society. It underlies their behavior with the people. The easiest example is by greeting and smiling whenever they meet people they know.

Students learn to organize things by following extracurricular activities at school. The activities gathered students from grades 7 to 9. Therefore, modeling is necessary to ensure organizational success. Extracurricular activities provide opportunities for students to sharpen their talent and develop their characters. They train their honesty and good behavior. Moreover, they increase their sense of responsibility because the organization demanded them to be professional in accomplishing the duties while they were assigned for the position.

3. Monitoring

Civic education is one subject focusing on shaping and developing integrity based on Pancasila values. Integrity was developed through modeling, willingness, and creativity. Further, these will increase the learners' insight, attitude, and skills. The monitoring was carried out by the vice principal in charge of the students in cooperation with the guidance and counseling teachers. They will report the progress to the principal, who will be responsible for overcoming the problems that could not be managed by the vice-principal and the counseling teachers.

The principal monitored the process of integrity reinforcement by directly observing the activities. The principal came earlier on Mondays to check all areas of the madrasah, especially the classrooms. After that, the principal welcomed the learners, asking about their day. The principal also evaluated the teachers' performance and asked them about the character education program's progress.

One of the ways the principal monitored the characters is by having a discussion session with the learners. The principal observed the students' way of talking. Besides, the principal visited the society to confirm the students' attitude when they were not at school. Sometimes, the principal also visited the parents. It has facilitated the cooperation between the madrasah and parents, allowing the parents to communicate with the madrasah. Therefore, the school knew the learners' character when they were with the family.

Counseling teachers were assigned to know the learners' character and to provide the best services for them. They monitored the students during the learning process in every meeting. Meanwhile, Civic education teachers monitored the students during the lesson, raising questions requiring the learners' active responses.

Another way of monitoring the students was by giving the students exercises to complete individually or in a group. The process of completing the exercises, rather than the results, was more highlighted. It trained the students' honesty, responsibility, and commitment, leading to modeling and truthfulness.

Although the characters attached to individuals cannot be measured in numbers, the society observes it through the learners' behavior. Four factors support the integrity reinforcement in MTsN 2 Tasikmalaya, which were divided into two: internal and external. The internal factors are as the followings:

a. Madrasah Environment

All stakeholders supported the integrity reinforcement to the learners. For instance, the security welcomed the students every morning with his warm greeting smiles. It gives an example to the students; they should do the same to their friends. In addition, the school keeper gave the classroom key to the class chief so that the students can use the room when they need it. The school keeper's act exemplifies trust and responsibility.

b. Teachers and Staff

Human resources are the drivers for the institution's success in implementing the programs. Patient and hardworking educators contribute to shaping the desired learners' characters. Teachers and staff of MTsN 2 Tasikmalaya dedicate their life to the students, influencing the teaching and learning process.

Moreover, the staff was friendly and helpful in providing services for the students. The characters exemplified by the staff were reliability and honesty.

Meanwhile, the external factors supporting the integrity reinforcement in MTsN 2 Tasikmalaya are the following:

a. Parents

All parents want their children to have good character and be good examples for other people. Hence, the madrasah cooperated with parents through technology, for instance, through the WhatsApp application. The school created a chat group with the parents as a sharing media related to the children's activities inside and outside the madrasah.

b. Environment

Society is the broadest place for people to implement what they have learned. Society assesses the children's characters within their reach.

Similarly, MTsN 2 Tasikmalaya is surrounded by villages familiar with technology, allowing them to work together with the madrasah. Some visited the school to maintain good relationships; some also reported what happened with the students when they were not at the madrasah.

The society was included in the madrasah's activities. Indeed, they ask for society's approval before implementing the programs. Until recently, people always supported the activities organized by the madrasah, such as basic leadership training for the students (Latihan Dasar Kepemimpinan Siswa-LKDS), sharing sessions, and charity programs.

Nevertheless, the reinforcement program was not without challenges. The external factors inhibiting the character education reinforcement in MTsN 2 Tasikmalaya come from social media and the environment:

a. Social media

The advanced era and the emergence of social media introduced to all society layers exposed positive and negative impacts on the users. Unfortunately, the negative impact appeared to dominate the learners at junior high school levels. The students tend to misuse the media.

The mushrooming social media, such as Instagram, Facebook, Twitter, Line, and others, has created unusual phenomena. People are getting away from the people closest to them. Inappropriate use of social media posed problems for learners. They tend to post every single occurrence of their life, especially their private and personal affairs.

b. Parents

It is undeniable that parents play a significant role in monitoring the learners' character reinforcement success. However, many parents let their children live with other people outside the nuclear family, such as grandparents, cousins, or uncle. Indeed, attention given to the children contributes to their character development. The attention received from outsiders is not as strong as the one provided by the nearest people. The worse, children become the target of the parents' anger if they have domestic issues.

Most of the cases occurred because parents only focused on earning money, abandoning their psychological needs. Parents tend to ignore them that they are seen as enemies or scary. Considering the current situation, parents should be the people respected by the children, allowing them to express their feelings and opinions.²⁸

c. Social environment

The next factor inhibiting integrity reinforcement is the learners' environment where they spend their time after studying. Indeed, the environment shapes the learners' characters, in which a bad social environment will also bring bad characters. Further, if they were surrounded by unhealthy social interaction in the previous environment of their elementary education (Madrasah Ibtidaiyah/Elementary School), they tend to continue the misconduct.

Conclusion

Characters are not measured by numbers, but also by emotions felt by the individuals and the surrounding environment. Many parties participated in integrity reinforcement in madrasah, such as the principal, the committee, vice principal, teachers, staff, parents, and society. In MTs N 2 Tasikmalaya, Civic education subject became the leading sector for the implementation of character education reinforcement, especially integrity. Planning was carried out by the stakeholder representatives to discuss intra-curricular activities (learning), co-curricular (enrichment), extracurricular, and guidance and counseling. Monitoring was carried out by the Principal and the Vice Principal in charge of the students, Civic education teachers, and guidance and counseling teachers. The principal also involved the surrounding communities of the madrasah to cooperate in habituating good characters to the learners.

²⁸ Interview with the counseling teachers

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